

Sandfield Close Primary School
Special Educational Needs and Disability

(SEND)

Information Report 2024/2025



A message from Mrs Master the Special Educational Needs Co-ordinator (SENDCo):

This report is published on the school website in line with the guidance provided and requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).



This report aims to provide information for parents/ carers on how Sandfield Close Primary School supports all children who may or have additional needs including those children in our Designated Specialist Provision (DSP).

At Sandfield Close Primary School, we believe each child is special and that they all have unique talents, interests and strengths. We strive to enable children to develop their independence and individuality. We recognise their particular strengths and set goals accordingly.

As a school we are committed to ensure all pupils regardless of their age, gender, ethnicity, social background, religion and/or educational need achieve their potential in areas of the curriculum.

This document is not an exhaustive list of skills and resources we provide. As a school, we are constantly reflecting and reviewing provisions and make reasonable adjustments putting the children's needs at the forefront and aim to provide continuing professional development where opportunities and needs arise.

If you would like any further information on what we have to offer I am happy to discuss any questions which you may have. Just ask for me at the school office.

Local Offer:

Since September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.

Further information about the Local Authority's Local Offer can be found at the link:

<https://families.leicester.gov.uk/send-local-offer/>

Home / SEND Local Offer

SEND Local Offer

Special Educational Needs and Disabilities (SEND)



Quick Links

- ➔ [What is the Local Offer?](#)
- ➔ [Local Offer Live event 2022](#)

What is a Special Educational Need and/or Disability?

An individual has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school life and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'.

A child has a Special Education Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

How does the school identify a child with Special Educational Need or Disability (SEND)?

There are several ways in which we will become aware that your child has a special educational need:

1. Working with parents/carers

At Sandfield Close we work together with parents/carers to achieve the best possible outcomes for children. Often, children may join our school, with parents/carers having a clear picture of their child's needs - parents know their children best - and as a school we see parents as full partners in their child's education.

All parents are welcome to an individual induction meeting at school prior to their child becoming a member of our school. This is the first point where parents/carers can share and discuss any specific SEND needs they are aware of. This can enable us as a school to begin the process of liaising with other agencies and planning for any additional requirements and reasonable adjustments that may be necessary.

Parents are welcome to share any concerns or information regarding their child and a SEND requirement at any other time, as a specific SEND may arise at any point in a child's life.

On occasions, it may not be the parent or carer that has identified a SEND or it may be that a SEND may arise at a later point in the child's life. Another point of SEND identifications is:

Children that are allocated a place in our DSP have had their needs identified by professionals working with the child. The Local Authority decide which children are allocated in the DSP.

2. Working with teachers

In order for a child's successes and needs to be accurately identified, we carefully assess a child using a range of assessments.

When a child enters our school, their current attainment is assessed to give us a 'baseline' this is an indication of what skills or level the child is currently at.

As a school there are conversations and meetings with class teachers, the SENDCo and the Senior Leadership Team (SLT) regarding the progress and needs of all children known as Pupil Progress Meetings (PPM). This PPM may be a point of discussion or identification for a possibility of a special need for a child.

Class teachers make regular assessments of progress for all children. Teachers are encouraged to meet with the SENDCo and/or SLT to raise any concerns on a child's skill level, social and emotional wellbeing, medical and health issues, attainment levels or concerns regarding progress at any time. A child may be raised as a concern by the class teacher if progress of a child is:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers

If a SEND concern has been raised by a member of staff, the class teacher and/or SENDCo would liaise with parents at the earliest opportunity to discuss such concerns and agree next steps.

For some SEND concerns we may require involvement from:

3. Working with Outside Agencies

We work with a variety of outside agencies to support children's individual needs, this may also include health professionals. The purpose of such involvement of professionals is not always to seek a diagnosis - but more often for advice to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services recommended in order to address the needs as best as possible.

When a pupil begins their time at school it may be that they already have identified needs. In this case Outside Agencies may contact school and inform us of any provision that are already in place.

Sandfield Close Primary School is currently known to be working with the following Outside Agencies. Although this list is not exhaustive, we are always happy to work with any Outside Agency that wishes to provide support to our school and our children.

The link teachers and some specialists currently actively working with our school are:

Education Psychologist

Community Paediatrician

Learning Communication and Interaction Team

Social, Emotional and Mental Health Team

Speech and Language Therapist Team
Vision Support Team
Early Years Support Team
Occupational Therapy Team
Healthy Together 0-19 years Healthy Together Team
Local Authority Special Education Services

What is the process once there is a concern for SEND or a SEND present?

If a parent identifies any SEND concerns, they are advised to discuss this with their child's class teacher and/or SENDCo to discuss their child's concerns.

In school, once discussions and concerns are raised about the possibility of a child having SEND, we follow a graduated process:

- The class teacher will complete an initial concern form and discuss this with the SENDCo
- The SENDCo will do a classroom observation and/or playground observation on the child.
- School SEND baseline assessments will be completed with the child.

Using observations and assessments it may be decided that before any SEND is identified there may be a period of monitoring the child.

All information will be shared with parents whether there is a decision of SEND or monitoring as potential SEND are present. Parents are invited to have discussions with the SENDCo and receive a letter informing them that their child will be placed on the schools SEND register if there is a SEND present.

This SEND register is a list which is kept to inform the school and other external providers which children in school require additional provisions and reasonable adjustments in place for them.

The class teacher and the SENDCo will work together to carefully discuss what provisions can be put in place to support a child.
(See provision section further down for more information)

Profile of a Child:

Where appropriate for the child, the child will be notified in child friendly language that they will be provided with some form of extra support in the classroom, this will be done either by the class teacher and/or the SENDCo.

Each child's voice is valued and every child that is on the SEND register has the opportunity to complete individually or with support a 'My Profile' page. The child will complete a one-page profile which includes what is important to them, what helps and doesn't help them and aspirations for the future.

This 'My Profile' is shared with members of staff that the child will come in to contact with in order to provide resources and activities which are motivating and an interest to them.

Once a SEND has been made evident, at Sandfield Close Primary School there are two main SEND categories that a child may be in receipt of:

Two main SEND categories:

1. **School Support:** this is where children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are met by reasonable adjustments made by the school. This may include advice and support requested from Outside Agencies.

For a School Support, the SENDCo and class teacher will work together to create an **Individual Learning Plan** for a child if it is needed. This Plan has short term targets that the class teacher will help support the child to achieve.

2. **Education, Health and Care Plan (EHCP)**: children who have more complex needs will be issued with an EHCP by the Local Authority (LA). In agreement with the parents/carers, the school may request the LA to make an assessment in order to determine whether it is necessary to create an (EHCP) for that child. Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

The school is required to submit evidence to the LA who will make a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

If the application for an EHC Plan is successful, a member of the LA will call and Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Once a child has an EHCP the Local Authority and the school will decide if they are able to meet the needs identified in the EHC Plan. It is the Local Authority that decide which school would be best suited to meet the needs of the child.

Our DSP has 10 places for children with an EHC Plan. Decision and allocation of a place in our DSP is made by the Local Authority. Places in the DSP cannot be allocated by the school.

EHC Plans are initiated and ceased by the Local Authority. The EHC Plan is reviewed and monitored by the school and parents at least annually through a child centred Annual Review Meeting where Outside Agencies are invited to attend or invited to provide a recent report of the child.

Areas of SEND need: Note- children may have needs in more than one area and

Speech, Language
and Communication
Needs

(SLCN)

A child with delayed and/or difficulty in SLCN development that is **not** due to factors such as:

- Learning English as an Additional Language (EAL)
- Social deprivation and impoverished language experience
- Sensory impairment

The child presents with greater difficulty than the majority of other children of their age in speech and language and communication when:

- Communicating their basic needs appropriate to their developmental level
- Understanding and using vocabulary, sentences and concepts as part of curriculum learning
- Understanding and participating in group discussions and age appropriate social interaction
- Speech impairments that makes their spoken language difficult to understand except for those who are familiar with the child's speech
- Understanding social situations, responding to social cues and unable to understand other people's feeling and intentions
- Poor or inappropriate eye contact and non-verbal language for social interaction
- Difficulty with choices or unstructured situations and with change/transitions □ Obsessive interests or repetitive activities

Learning,
Communication and
Interaction

(LCI)

The child may present with difficulties in understanding, thinking, problem solving and retaining information, concepts and skills as well as difficulties in:

- Attention and listening
- Concentration and on-task behaviour
- Literacy and numeracy skills
- Self-organisation
- Making links between different areas of learning and generalising to everyday experience
- Visual, practical and spatial/physical learning

Social, Emotional,
Mental, Health

(SEMH)

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect:

- difficulties with learning or communication
- mental health difficulties such as anxiety or depression, hidden behaviours such as self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained
- disorders such as attention deficit hyperactive disorder (ADHD) or attachment difficulties
- trauma, domestic violence, abuse and neglect as well as issues such as housing, family or other domestic circumstances

The child may present with the following difficulties:

- An inability to communicate their emotional and social needs in a way that is socially appropriate compared to their peers.
- Difficulties in making and maintaining friendships & relationships with children & adults
- Verbal and physical aggression as a result of difficulties in self-regulating emotional responses
- Refusal to comply with reasonable requests from adults and whole school expectations
- Withdrawn, depressed and uncommunicative
- Self-harming (threats or actual)
- High levels of anxious/obsessive behaviour
- Low self-esteem
- These behaviours can be frequent, intense and enduring as well as volatile with sudden onset

| | |
|---|--|
| <p><u>Sensory and/or Physical Difficulty</u></p> | <p>Children may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over-sensitivity to noise / smells / light / touch / taste |
|---|--|

| | |
|---|---|
| <p><u>Specific or Moderate Learning Difficulty</u> (SpLD)</p> | <p>Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions including dyslexia and dyscalculia.</p> <p>Dyslexia affects the skills involved in accurate and fluent word reading and spelling. Dyscalculia affects the skills involved in the use of number.</p> <p>The child presents with greater difficulty than the majority of other children of their age in the following areas:</p> <ul style="list-style-type: none"> • Phonological awareness and processing • Verbal memory • Verbal processing speed • Word reading and spelling skills with consequent impact on other literacy skills □ Number skills |
|---|---|

The above are some examples of each area of SEND, this not an exhaustive list.

How is the progress of a child with SEND monitored and reviewed?

Teachers have regular conversations with the SLT and SENDCo regarding the progress of all children. Children are monitored on a regular basis as part a teacher's duty to help children progress.

Teacher assessments are based on children's progress against the Early Years Foundation Stage Profile and Age-Related expectations. We follow the cycle of approach for SEND children of Assess, Plan, Do, Review. We assess the child's current levels, plan in the required provision, provide the provision reviewing its benefit and then look at the progress the child has made.

What information can I expect to receive for a child and their SEND?

We very much value the contribution that parents/ carers can make to their child's education. In the first instance the parent/carer may already be aware of their child's SEND. The class teacher or the SENDCo may contact parents in order to discuss possible SEND concerns where the parent may not have had previous discussions. We appreciate continuous dialogue between school and parents/carers and they are welcome to have discussions regarding their child.

Following this parents may have:

An initial conversation with the SENDCo and/or class teacher regarding their child's SEND.

Two parents evenings in the academic year with the class teachers and/or SENDCo

Reports which will inform parents/carers of the child's progress.

In addition, those children with an EHCP are expected to have a child centred Annual Review to enable all of the staff who work with the child to discuss progress and outcomes.

In addition to these set meetings, parents and carers are welcome at any time to make an appointment to discuss their child's progress and any other information they would like to share about their child with the class teacher and/or SENDCo.

The class teacher and/or SENDCo will inform parents/ carers of additional support that is intended or being provided so where possible, the same activities or provisions can be mirrored at home. In addition, we welcome parents/ carers sharing information with us as to what they have tried at home that is working well for them and their child.

What additional support/ provision can the school provide for my child?

The provision and reasonable adjustments offered to each child with SEND is unique, tailored to meet the needs of the child. Our school tailors' provision to suit the needs of the child, within an ethos of care, support and understanding for both children and families.

All our teaching staff are fully committed to inclusion and high-quality experiences for all children with additional needs, supporting them in all lessons. Our learning is tailored to the needs of the child - through the use of staffing, differentiation, teaching style, and resources.

Children receive quality first teaching from the class teacher. The class teacher will plan and adapt teaching styles to support a range of diverse SEND needs within the classroom taking into consideration any recommendations provided by Outside Agencies.

Outside Agencies working with some SEND children may come in for a period of time in order to provide specific intervention tailored to the child's needs.

Children can be supported with additional visuals or resources in order to support them with life skills, learning and/or concentration. A few examples of this are: visual timetables, pictorial sequence cues, specialised cutlery and pencil grips.

Children may have: specialised one to one care, small group support or targeted support in order to meet the child's learning needs by a member of staff from school, this may be a teacher or experienced teaching assistant. This additional support may be provided within the classroom or in a quiet working space away from the classroom.

Disability:

At Sandfield we welcome all children regardless of their needs. For a child with any disability we highly regard the advice of parents and professional from health and education in order to provide the best care and provisions to enable children to have access to the whole curriculum. Information related to accessibility can be found on our school website.

Below is a table which provides examples on some of the provisions a child with SEND may have availability to in our school. This is not an exhaustive list. We work upon advice and research from outside agencies, recommendations from other schools and new tested ideas, as and when they become available, through resourcing and training opportunities.

| Speech and Language Communication Needs (SLCN) |
|---|
| <ul style="list-style-type: none">□ Speech and Language Therapist Observation, report and recommendations of strategies□ Speech Therapy work delivered by school staff following speech therapy advice□ Makaton□ Attention Autism□ Jigs- backward chaining□ Picture Exchange Communication (PECS)□ One step instructions/2 step instructions/ multi step instructions |

- Language rich environment with organised displays to support language in all areas of the curriculum
 - Pre-taught new key vocabulary
 - Cueing and reinforcing children's listening/attention
 - Differentiation of teacher language, i.e., use of key vocabulary, short sentences with simple grammar, chunking/sequencing of concepts.
 - Object reference timetable/ visual timetable
-
- Visual cues to support understanding including objects, pictures, signs, symbols, models, examples, etc.
 - Using concept/ topic maps to illustrate/reinforce key language
 - Visual cues to support understanding including objects, pictures, signs, symbols, models, examples, etc.
 - Using concept/ topic maps to illustrate/reinforce key language
 - Modelling, prompting and reinforcing children's language, e.g., provide a framework or model for a response
 - Giving the child take-up time to process language and to respond
 - Opportunities for direct experience and practical activities including the use of ICT.
 - Opportunities for pre-teaching, overlearning and reinforcement and generalisation of key language
 - Opportunities to develop speaking and listening skills, social skills and relationships with others
 - Early Oracy development through role-play

Learning, Communication and Interaction (LCI)

- Learning Communication and Interaction Team observations, reports and individualised programme and recommendations
- Extra time for responses to questions, contributing to class discussions and to complete activities
- Approach (i.e., multi-sensory, related to the child's everyday experience, emphasis on direct experience and practical activities including appropriate use of ICT)
- Output (i.e., alternative ways to record learning, e.g., oral, photographic, video, highlighting text, mind maps, etc.)
- Cueing and reinforcing children's listening/attention
- Checking understanding and reinforcing as required through repetition, rephrasing, explaining & demonstration
- Demonstrating tasks (what the finished product looks like)
- Opportunities for pre-teaching, overlearning and reinforcement
- Use of classroom learning aids (e.g., subject specific word mats, writing frames, number lines, ICT, etc.) □ Use of topic maps to link current learning to previous learning
- Use of peer support
- Visual cues to support understanding including the use of objects, pictures, signs, symbols, models, examples, ICT
- Supporting personal organisation (e.g., using resources, organising equipment, etc.)
- Physical environment that is organised and well-defined and labelled using written and visual cues

| | | | |
|---|--|---|---|
| <p><u>Reading</u></p> <ul style="list-style-type: none"> • Better Reading Partnership • Lunchtime reading Club • Read, Write Inc Tutoring • Key word recognition • Reading workshops for parents • Comprehension support • Inference Training • Language for Thinking • Word Aare | <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Story sequencing cards • Role Play opportunities • Word banks • Colourful semantics • Picture Prompt writing | <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Fine Motor Skills • Finger Gym • Write from the Start | <p><u>Maths:</u></p> <ul style="list-style-type: none"> • Differentiated Maths No Problem <p>Specifically, designated maths resources (Concrete and Pictorial)</p> <ul style="list-style-type: none"> • Explicit teaching of mathematical vocabulary • Parent Maths workshops |
|---|--|---|---|

Social, Emotional and Mental Health (SEMH)

- Specialist SEMH team observations, reports and individualised programme and recommendations
- Meet and Greet
- Special point of contact to adult allocation with an open-door policy for listening
- Effective adult language that is appropriate to the child's developmental stage
- Managing the immediate environment to reduce distraction and minimise potential for conflict or disruption
- Modelling, prompting and reinforcing children's positive behaviour and interactions
- Personal reward charts
- Supporting personal organisation i.e. ensuring pupils have appropriate equipment
- Social, co-operation and reflection skills, including activities such as emotional check-ins/ talk time/ circle time
- Social Stories
- Nurturing practices- care for a child's needs in and outside the classroom
- Use of rewards and motivators for pupils (including rewards for positive behaviour choices)
- Support for unstructured parts of the school
- Lunch time club
- Calm Box- objects child has chosen which they enjoy when they need some calm time
- Designated space for the child to take time out
- Restorative approaches

Sensory and/or Physical Difficulties

- Individual programmes of physical and occupational skills as advised by relevant specialists
- Adaptations in Pace and Approach
- Cueing and reinforcing children's listening/attention
- Visual aids to support understanding including objects, pictures, gestures, signs, symbols, models, examples, ICT, demonstrations, use of subtitles or transcripts,
- Physical environment: background noise is reduced; good room acoustics and seating plan is used to optimise listening and visual access to lip patterns.
- Support and recommendations from Hearing Impairment, Visual Impairment Qualified Teacher around individual child's needs.
- A range of multi-sensory tasks, resources and teaching styles and support for the alternative ways of recording work.
- Careful consideration of accessibility of learning materials in terms of readability, text, size and choice of font and layout.
- Seating at close proximity to interactive white board or learning point
- Adaptation of teaching and learning environment to take account of sources of light and sound, glare and reverberation, visual and auditory clutter and contrast, as well as the subtleties of the tactile environment.
- Clear and tidy classroom with good organisation and labelling of resources.
- Visual fatigue rest breaks built into the school day and a shaded outdoor area as appropriate.
- Reasonable adjustments to the school environment and building adaptations including accessible toilets, rise and fall changing beds ramps, height adjustable furniture, grab bars, door handles, lifts, etc.
- Differentiation for P.E and all movement-based learning, practical activities, use of equipment as appropriate
- Alternative pens/pencils/equipment-grips,
- Enlarged lined paper/frames
- Optimal seating position including correct size furniture and additional resources such as seating wedges and writing slopes
- Providing support for self-help, e.g., going to the toilet, dressing/undressing, lunchtimes, etc.

What training do the staff receive to support children with SEND?

At Sandfield Close the children's needs are carefully considered when arranging staff to work with children with SEND. Some of the training provisions are:

- Members of staff have regular Continual Professional Development meetings (CPD). Where there is opportunity in these meetings, children with SEND are considered and how adaptations of teaching can be made to suit the varied learners in the classroom.
- Termly CPD for staff takes place based specifically on SEND delivered by the SENDCo informing staff of the current school SEND needs and provisions.
- Some members of staff have been trained in Better Reading Partnership
- Some members of staff are trained in Play Interaction
- Some staff have been on a 3- day Autism Education Training Level 2 (AET2)
- The SENDCo and/or relevant staff visit and/or create links with nearby and specialist schools
- DSP staff regularly invited and host network meetings
- The school SENDCo attends termly SENDCo meetings with local schools in the community
- Some staff members are trained in Paediatric First Aid
- All members of staff have Safeguarding Training Level 1
- Some staff have Designated Safeguarding Lead Training
- Some staff trained on the Leicester City Council SEND baseline assessments
- Experienced staff who have worked previously with the same SEND allocated to a child with same or similar SEND needs
- Most DSP staff are PECS trained
- Most DSP staff are TEACHH trained

What arrangements does the school provide for transition of a child with SEND?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. The transition for each child tailored to suit the needs of the child, within an ethos of care, support and understanding for both children and families.

Transition to the DSP:

Parents who have been advised by Leicester City Local Authority that their child with an EHC Plan may be attending our school are welcome to make contact with the school and arrange a visit.

In some circumstances, the School SENDCo may arrange to visit a child who has been or will possibly be attending the DSP at the current school they are in.

Once a child has transferred to the DSP, any information stored about the child is requested by us from their previous school. This may be paper form, electronic form or both.

Transition in to Early Years:

Once a place at our school has been accepted for a Reception place, we aim to contact the Nursery school and set up a visit with the child to help familiarise them with the new environment and staff. The number of visits varies from child to child and is negotiated with parents. Records and key information about the child's needs, use of equipment, strategies for teaching, agencies involved are requested from the nursery setting.

Transition within School:

When moving classes in school: Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. EHC Plans or Individual Learning Plans will be shared with the new teacher.

Children will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

In some cases, a Transition Book will be made for the child, in order to help them understand and prepare for moving on.

Transition to Secondary School:

Dialogue between the child, parents/ carers, primary school and secondary school is encouraged at the earliest point depending on the SEND needs of the child so that a successful transition takes place. In Year 6, the SENDCo and Y6 teacher will discuss the specific needs of your child with the SENDCo of the secondary school. Records and key information about the child's needs, use of equipment, strategies for teaching and agencies involved are also shared. Children will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible children will visit their new school and in some cases staff from the new school will visit the child in this school.

What should I do as a parent if I am not happy and have a complaint?

At Sandfield Close Primary School we try our best to work with children, parents and carers to provide the best education and care. We encourage children, parents and carers to share with us if they are not happy with anything related to school at the earliest stage.

We believe in a partnership and hopefully issues of upset can be resolved at the earliest point. Parent/ carers and school will always work together to resolve any queries or upset. However, if you are still unhappy you can talk to any member of the SLT, the SENDCo or the Headteacher via email or an appointment made through the school office.

Please look at our school complaints policy located on our key information section of the school website for more details.

Points of Contact:

School SENDCo- Mrs Zainab Master

Headteacher- Mrs Smita Lad

SEND Governor- Mr Gursewak Jakhu

All the above can be contacted through the school office: 0116 2660333

Email: Office@sandfieldclose.leicester.sch.uk